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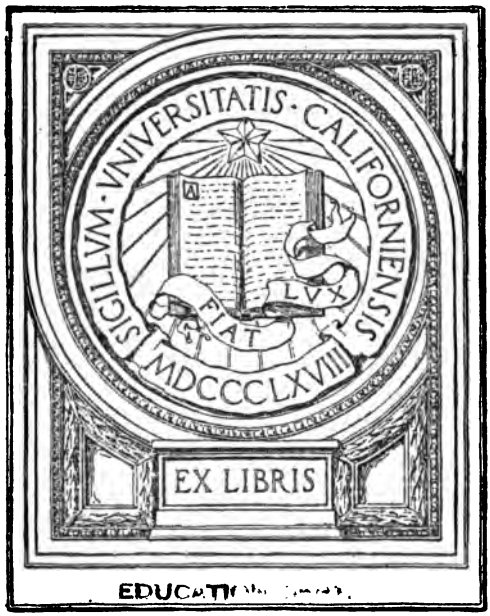
Classified Reading

C.C. Van Liew
R. 17

IN MEMORIAM
C.C.Van Liew



EDUCATION

UNIV. OF CALIFORNIA

CLASSIFIED READING

Books for the School the Library and the Home
with a Full Bibliography of Education

BY ISABEL LAWRENCE

1898:
PUBLISHED BY THE AUTHOR
Normal School St. Cloud Minn.

Copyright 1898
By Isabel Lawrence

EDUCATIONAL

TO THE ALUMNI OF THE NORMAL SCHOOL
AT ST. CLOUD, MINN.
IN WHOSE SERVICE THIS WORK WAS
ORIGINALLY UNDERTAKEN, IT
IS LOVINGLY DEDICATED
BY THE AUTHOR

544261

PREFACE

With each wave of progress in education, timely books for the schoolroom have appeared; but in the inevitable set-back of the tide most of these have sunk never to rise again. Geographical readers, language lessons, stories of myths, nature study reading books, and physiographical studies, have all been upon the crest.

It is always difficult to test the value of a book at the time of its popularity, but the years do the work well for us, and pedagogical days pass so rapidly that even a few months may suffice to bury from sight forever some book of the time which perhaps really lived only in the breath of the publisher.

The books which retain a permanent place in schoolroom favor, are the real science which has been simplified without being weakened, the literature which gives atmosphere and concrete setting to the abstract names and localities of geography or lends its images to the thrilling epochs of history, and the literature of life which educates and broadens beyond all other means

Much contemporary work is of this vital character, but the greater number of valuable books for the teacher are not among recent publications. The School Classic derives its life from the immortality of the literature it presents. The value of the school edition is in inverse proportion to the number of notes, the extent of adaptation and abridgment, and, for the old masters must be handled with due reverence, the childishness of the binding.

Every hour of the day in every grade of the public schools, may be made fuller and richer in its results, by the use of the right books by teachers and pupils. This addition to the teacher's power has become so widely recognized that nothing is more common than demands like the following:—

Where shall I find the best material about Africa for my fourth grade? Please give me a list of books on physiography. What shall I read in order to form a vivid historical picture of the times of Richard III? Where can I get recent studies of children's drawing? What shall our club read in

psychology or history of education? What stories will lead my primary grade to love books?

This volume has been prepared to meet this evident want. The needs of the busy teacher have been consulted everywhere in the arrangement; hence the books needed in teaching a subject are gathered under that subject without regard to the miscellaneous character of the grouping. No other catalogue would have placed side by side with books of travel in the South,—"On the Old Plantation" by Joel Chandler Harris, "Ole Virginia" by Thomas Nelson Page, "Yemassee" by Simms, "The Prophet of Great Smoky Mountain" and "The Young Mountaineers" by Miss Murfree, Cable's "Bonaventura," and Longfellow's "Evangeline." Yet every good teacher of geography knows how much more of the atmosphere of the sunny South will penetrate her class if all these books are upon her table during the study of that section of the country.

Again, no other catalogue will give with the histories of Queen Elizabeth and her times, even the biographies of Drake and Raleigh, and surely not "Kenilworth" or "Westward Ho" or "Guavas the Tinner" by S. Baring-Gould, "English Wayfaring Life" by Jusserand, "Literature of the Age of Elizabeth" by E. P. Whipple, or Rolfe's "Shakespeare the Boy." Still more remote would seem Roger Ascham's "Scholemaster," Bacon's Essays, or even Shakespeare's dramas, yet these and many more books of these different classes are all needed if the the teacher would touch the real life and thought of the period studied.

Not only have books helpful in various subjects been classed together under those subjects, but books have been roughly classified under grades. However, the best books do not readily lend themselves to this latter sort of classification, so it has been constantly suggested that the children's interests must govern. "The best is not too good for the youngest child," says Warner. Literature, like life, may be intensely interesting to children who by no means comprehend its full import. Deprivation because there is a lack of full appreciation, is about as reasonable in the former case as in the latter.

The wide margins are not for ornament, but for use. The librarian or teacher may greatly increase the value of the book by the addition of critical notes, and references to new books properly classified. So convenient have these margins seemed to the author that use has already been made of them, as may be noted in the lengthened pages of Child Study. The early pages of the book were plated before some of the recent studies of children had appeared. These studies have been inserted as indicated. The value of space for such additions to a bibliography is evident. *I. L.*

Normal School, St. Cloud, July 1, 1898.

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PEDAGOGY AND PSYCHOLOGY

TEN PREFERRED STANDARDS

The following ten books represent psychology, history of education, practical method, and more than one system of philosophy, —every department, in fact, of teachers' interests except that of experimental psychology and child-study— a line which is considered important enough to have a separate bibliography of its own. With additions from that department, these books ought to make a very good library for a scholarly, thoughtful teacher. They are worth owning because they will bear repeated study.

1. **Apperception**—*Dr. Karl Lange.* Translated by the Herbart Club.

   D. C. HEATH & CO. 1894. pp. 279. - $1.00

   Simple and practical; the best help yet given on the essentials of the recitation. See pages 200-228. If a teacher can own but one book on pedagogy, this is the book to be preferred.

2. **Educational Reformers**—*Herbert Quick.*

   C. W. BARDEEN. Reading-Club Edition pp. 231. $1.00

   D. APPLETON & CO., I. E. Series - - $1.50

   The most fascinating history of education, full of suggestion.

3. **Theory and Practice of Teaching**—*Edward Thring.*

   THE MACMILLAN CO. pp. 262 - - $ .90

   Mr. Thring has an attractive style which may be either poetical or pungent. Chapters on Snores, Running the Goose Down, and Attention, are attacks on prevalent evils. The book is full of good texts for teachers' meetings.

4. Education of Man.—*Froebel.*

D. APPLETON & CO. 1887. pp. 332 - $1.50

Read sections thirteen and fourteen of Chapter I. on the attitude of the teacher in discipline, and you will be convinced that no book will better repay the careful study which this demands. Compare the method of discipline suggested with Emerson's thought from "The Oversoul,"—"If I am merely willful, the child gives me a Rowland for an Oliver, sets his will against mine, one for one, and leaves me, if I please, the degradation of beating him by my superiority of strength. But if I renounce my will and act for the soul, setting that up as umpire between us two, out of his young eyes looks the same soul; he reveres and loves with me."

5. Symbolic Education.—*Susan Blow.*

D. APPLETON & CO. 1894. pp. 251 - $1.50

A study of educational principles as valuable in the university as in the kindergarten, though or because its illustrations are in the child.

6. Science of Education.—(Translated from the German with biographical introduction by Henry M. and Emmie Felkin.) *Herbart.*

D. C. HEATH & CO. 1893. pp. 268 - $1.00

Full of nuggets. Those who find one, keep on searching and find the book quite inexhaustible. In connection with this, read—

Introduction to the Pedagogy of Herbart—*Chr. Ufer*, translated by *J. C. Zinzer, M. S.*

7. Psychology.—*Dr. John Dewey.*

HARPER & BROTHERS. 1894. pp. 427 - $1.50

Not easy reading, but as one studies it, the mists and fogs investing popular ideas of mind are blown away as if by a keen fresh breeze.

8. Aristotle.—*Thomas Davidson.*

CHARLES SCRIBNER'S SONS. 1892. pp. 251. - $1.00

This is not simply a discussion of Aristotle's theories. It is a fair and broad view of all Greek education, showing the intimate relation between the Greek's education and the whole of his life, and calling attention to the tendency toward harmonious development which is the main lesson from Greece to us.

In connection with this read —

Health and Education.—*Charles Kingsley.*

D. APPLETON & CO. 1874. pp. 400 - - - $1.75

Mr. Kingsley is much impressed with the Greek ideal and shows us our shortcomings in this respect. Note chapter on "Thrift" as suggestive of economy of power and time in the schoolroom.

9. Science of Education.—*Rosenkranz.*

D. APPLETON & CO. 1894. pp. 292. - $1.50

A standard rock in education, on which all must stand before attempting investigating voyages.

10. Wilhelmeister's Apprenticeship and Travels. — *Goethe.* Translated by Thomas Carlyle, with critical introduction by Edward Dowden.

A. C. MCCLURG & CO. 2 vol. 16 mo. Each - 75c

Some of our best thinkers claim that in Wilhelmeister are foreshadowed all of our latest discoveries in education. The true poet always sees far ahead the truths which others must painfully prove. At all events, our foremost workers are now quoting very freely from Goethe.

CURRENT REPORTS

The following is a list of some of the current reports needed if the teacher keeps pace with the discussions of the day:

11. Report of the Committee of Ten.

NEW ENGLAND PUBLISHING CO. - - 20c

12. Report of the Committee of Fifteen.

NEW ENGLAND PUBLISHING CO. - - 20c

13. Year Book of the Herbartian Club, with its supplements issued yearly, by

CHARLES MCMURRY, Univ. of Chicago. Each issue 50c

Especially valuable is the supplement to the First Year Book, containing Dr. Dewey's article on "Interest and Will."

This ought to lead the reader to a better understanding of interest and effort, and settle forever the quarrels resulting from one-sided views of mind. It will also arouse inquiry as to how our pupils are performing the tasks assigned them, and help us to secure whole-souled in place of divided attention.

The First Year Book ('95) chiefly discussed Concentration, with one article on Culture Epochs.

The First Supplement gave the discussions on this subject at the National Educational Association at Denver.

The Second Year Book has some discussions on Concentration, and much about Culture Epochs, including a very valuable article by Dr. Lukens on "A Difference Between Race and Individual Development."

14. Proceedings of the National Educational Association. Particularly those of '93 at Chicago, '95 at Denver, '96 at Buffalo. Address, Pres. Irwin Shepard, Winona, Minn., Cor. Secretary of the N. E. A.

Articles in these Proceedings will be referred to under Child-Study.

BOOKS FOR PRIMARY TEACHERS

15. Waymarks for Teachers.—*Sarah L. Arnold.*

SILVER, BURDETT & CO. 1894. pp. 276. - $1.25

One can say of this what can be said of few educational books; it is so simple that the most ignorant teacher will profit by it; it is of immediate help, and yet built so solidly that it will not easily be outgrown.

16. In the Child World.—*Emilie Poulsson.*

MILTON BRADLEY CO. Large 8 vo. pp. 443 $2.00

This is a veritable treasure-house. It is full of delightful stories and other literature for children, with suggestions for collateral reading by their teachers. Simple studies of animals, plants, and trees are here connected with literature.

17. Kindergarten Guide.—*Maria Kraus-Boelte.*

Vol. I. For gifts. pp. 453. Paper, $2.00; clc. $2.75
Vol. II. For occu. pp. 450. Paper, $2.25; clo. $3.00

E. STEIGER & CO. - - - NEW YORK

An illustrated guide for self-instruction in kindergarten methods and principles.

18. The Republic of Childhood.—*Kate Douglas Wiggin and Nora Archibald Smith.*

Vol. I, Gifts; Vol. II, Occupations; Vol. III, Kindergarten Principles and Practice.

HOUGHTON, MIFFLIN & CO. 16 mo. Each - $1.00

Every primary teacher needs a copy of a kindergarten guide. There is no marked difference between kindergarten children and first grade primary children. There is no way of teaching number in the first grades superior to that of continuing kindergarten methods. Notice the number work with the fifth gift as a help in teaching fractions. The study of Froebel's principles indeed still remains the most valuable help to the primary teacher both in understanding her children and in discovering the best methods of training.

19. Bound Volumes of the Kindergarten Magazine.

KINDERGARTEN LITERATURE CO. Vol. III-IV. Each $5

These are becoming scarce and are therefore growing higher-priced.

Vol. III. contains a series of papers on "Kindergarten Management" by Constance Mackenzie. These are of great value to a young primary teacher. There is another series of

articles by Anna E. Bryan on "Application of Kindergarten Principles to Sunday School Work." This is the best help yet published for primary Sunday school work.

Vol. IV., among the many other valuable helps, contains a series of very suggestive articles by Miss Sarah Griswold on "Primary Morning Exercises."

20. Quincy Methods. Notes by Lelia E. Patridge.

E. L. KELLOGG & CO. - - - $1.75

The spirit of this book makes it one of the best helps for the primary teacher. Devices grow old, but there is enough real insight into the needs of children to keep this book alive for many years to come. A teacher who is not blinded by trying to follow the letter, cannot fail to get a clearer idea of the everlasting principles of education from these simple concrete instances.

BOOKS FOR LIBRARIES

It is desirable that all teachers should have access to libraries containing the following books. The cheaper editions are mentioned for those who cannot afford higher-priced copies. It will pay to examine better editions, however, before buying for school and public libraries. In many cases fitness to one's own special needs will secure some of these books a place in the private library.

21. Lectures on Teaching.—*Joseph Payne.*

C. W. BARDEEN. Cloth. 16 mo. pp. 281. - $1.00

Perhaps the most valuable of any general lectures upon the subject. Read the lecture on "Play," for a study of children.

22. Bound Volume of the Practical Teacher. Vol. VIII. '84 to '85, edited by *Col. F. W. Parker.*

E. L. KELLOGG & CO.

This contains Joseph Payne's "Visit to German Schools;" valuable suggestions on Arithmetic Method by Supt. Balliet of Springfield; Method in Geography by Col. Parker, etc.

23. Apperception, or "A Pot of Green Feathers." —*T. G. Rooper.*

C. W. BARDEEN. 1891. 16 mo. pp. 59. - 50c

This is an easy introduction to the study of how the child learns. Read it before Lange's Apperception.

24. Object Teaching on Words and Things.—*Rooper.*

C. W. BARDEEN. 16 mo, pp. 56. - 50c

It is interesting to see Mr. Rooper's ideas carried out in this definite concrete form. The final test of theories is their practical benefit. The lesson upon the Duck is one of the very few good typical lessons wrought out in detail in any book on teaching.

25. Theory and Practice of Teaching.—*David P. Page.*

C. W. BARDEEN. pp. 448. - - $1.00

AMERICAN BOOK CO. Edited by *W. H. Payne.* $1.00

This is a standard which cannot be spared from any library of books on education. The spirit both of the words and of the life of David P. Page has exerted an incalculable influence for good among the teachers of the United States.

26. Talks on Pedagogics. An outline of the theory of concentration. By *Col. F. W. Parker.*

E. L. KELLOGG & CO. pp. 491. - $1.20

This book discusses concentration, with the child as the center. It is in fact a full volume of methods in different subjects. Blows such as only Col. Parker can strike fall heavily on isolated work; figure studying, apart from numbering; reading without seeking thought; oral reading without trying to make the hearer understand; grammatical analysis whose immediate end is not clearer comprehension of the thought analyzed; any form of expression whatever, separated from the motive to express. Lastly, such "unnatural, uneducative drudgery" is considered the cause of poor discipline, frequent punishment, and harmful rewards.

27. Introduction to Herbart's Science and Practice of Education. Translated by Mr. and Mrs. Felkin. With an introduction by Oscar Browning.

D. C. HEATH & CO. Cloth. pp. 207. - $1.00

From this book one may obtain a preliminary view of Herbart's doctrine, and of the definite scheme by which he would make education serve the end he proposes—morality. Education is thus pre-eminently a matter of ethics, and much emphasis is placed upon the three stages of the formative period—the lowest, in which authority must be used; the next, in which various methods of training become the disciplinary means; and the highest which is exempt even from discipline.

28. Introduction to the Pedagogy of Herbart.—*Christian Ufer.*

D. C. HEATH & CO. Cloth. pp. 131. - 90c

So clear and easy is this exposition of Herbart that it makes admirable reading for classes of students studying method. The book is divided into chapters on Psychology, Ethics, and Pedagogy. Concentration, Culture Epochs, and Formal Steps of Instruction are all discussed.

29. Outlines of Pedagogics.—*Prof. W. Rein.* Translated by C. C. and Ida J. Van Liew.

Cloth. 16 mo. pp. 232. Manila, 50c; Cloth, $1.25

C. W. BARDEEN & CO. - - SYRACUSE

Dr. Rein's application of the principles of Herbart to pedagogy must rank first in interest to those who remember that most of the American books on this subject are written by men who draw their inspiration from him. The practice school at Jena has been the source of a decided movement in American education. Those who study that movement should begin with Dr. Rein's ideas.

30. General Method.—*Dr. Charles A. McMurry.*

PUBLIC SCHOOL PUBLISHING CO. Cloth. pp. 224. 75c

The points emphasized are: Morality, the aim of education;

analysis of the lesson into the formal Herbartian steps; and concentration of studies, with literature and history as the center.

31. **The Method of Recitation.**—A sequel to General Method.—*Dr. Charles A. McMurry and Dr. Frank McMurry.*

PUBLIC SCHOOL PUB. CO. 1897. Cloth. pp. 250. $1.00

This book emphasizes the essential movements of mind in its progress from particular to general. The subject is not treated abstractly, but many lessons are worked out in detail as illustrations of the general principles of all method.

32. **Essentials of Method.**—*Charles DeGarmo.*

D. C. HEATH & CO. 1891. pp. 119 - 65c

This book is one of the earliest attempts to illustrate the method of the Herbartians. Lessons are here outlined very fully. The faults and merits of a system can be studied best in this form.

33. **Course of Study for Eight Grades.**—*Dr. Charles A McMurry.*

PUBLIC SCHOOL PUBLISHING CO. 1895. pp. 152. 50c

Courses of study are not universal truths to be followed, but rather concrete examples much more suggestive and much more easily criticised than general theories in the air. Dr. McMurry states that his course is influenced "not a little by the doctrine of concentration." It is, therefore, a very suggestive book to those who are attempting to modify their work in accordance with this doctrine.

Notice that numbers 1, 6, 27, 28, 29, 30, 31, 32, and 33, are all exponents of Herbartian doctrines. If more books are desired on this subject, the teacher is referred for books in German to lists given in Rein's Outlines of Pedagogics, and Herbart and the Herbartians. Two other books in English may be recommended to those who wish to devote more careful study to the doctrines of Herbart.

34. Manual of Empirical Psychology.—*Dr. G. A. Lindner.* Translated by Dr. Charles DeGarmo.

D. C. HEATH & CO. Cloth. pp. 274. - $1.00

The psychology based on experience is the only psychology which can serve as a foundation of Herbartian pedagogy. This book is valuable in the study of Herbart. It is no less helpful to any one studying the experimental psychology of the day. It ought also to be a direct help in solving the problem of the schoolroom.

35. A Text-Book on Psychology.—*J. F. Herbart.* Translated by Margaret K. Smith, with an introduction by W. T. Harris.

D. APPLETON & CO. pp. 200 - - $1.00

Mental facts can only be communicated through figurative language, and figurative language must appeal to sensuous images. Herbart's images are motor, and his statements may appear absurd to those accustomed to other views of psychology. If one can divest himself of previous ideas and submit to Herbart's guidance, he will get a view of the phenomena of mind, at once unique, simple and true.

36. Lectures on Teaching.—*J. G. Fitch.*

C. W. BARDEEN. Reading Club Edition. pp. 436. $1.25

THE MACMILLAN CO. pp. 393 - - $1.00

Note the discussion of the Socratic method. When in this country, Dr. Fitch was appalled by the detailed courses of study imposed on our teachers. He questioned whether this plan would not produce teachers unable to think for themselves. Dr. Fitch is the author of the much-quoted phrase, "Teaching is the noblest of professions, but the sorriest of trades."

37. Art of securing Attention.—*J. G. Fitch.*

C. W. BARDEEN. Paper. 16 mo. pp. 53. - 15c

38. Art of Questioning.—*J. G. Fitch.*

C. W. BARDEEN. Paper. 16 mo. pp. 36. - 15c

39. **Science of Education**—*Alexander Bain.*

D. APPLETON & CO. 1881. pp. 453 - $1.75

The opening chapters on discrimination and agreement are especially recommended. In the appendix is a very practical article on "Passing Explanation of Terms" in reading.

40. **Contributions to the Science of Education.**—*W. H. Payne.*

AMERICAN BOOK CO. pp. 358. - - $1.25

The teacher who reads W. H. Payne, Joseph Payne, Col. Parker, and Herbartian literature, will have ample opportunity to weigh very different views of education.

41. **Philosophy of Teaching.**—*Arnold Tompkins.*

GINN & CO. pp. 280. - - - $1.25

In the chapter on Unification of Aims, Mr. Tompkin's illustration of what is practical in education, contrasting teaching a rule foi measuring cord wood with teaching the principle for measuring by the cubic unit, is the best argument on the subject in the English language. The theories are Hegelian, but there is an attempt to bring them down to the solid earth. Notice the following quotation: "It is said that philosophy can bake no bread, but that she can secure to us God and immortality. This ought to be sufficient. But she can bake bread, and must do so, or miss God and immortality."

42. **The Meaning of Education, and Other Essays.**—*Nicholas Murray Butler.*

THE MACMILLAN CO. - - - $1.25

42½. **Psychologic Foundations of Education.**—*W. T. Harris.*

D. APPLETON & CO. 12 mo. - - $1.50

43. **The Theory of Education.**—*W. T. Harris.*

C. W. BARDEEN. pp. 54. - - - 15c

Dr. Harris has more than once, incidentally, in discussions thrown light upon his method of writing. His essays are the

product of repeated revision, and every paragraph is packed with scholarly thought. The philosophy of Kant and Hegel influences his view of education. His standpoint is, therefore, different from that of the experimental psychologists, his belief in the transcendental will being one of the main points of conflict with them and with the Herbartians.

44. **Education.**—*Herbert Spencer.*

C. W. BARDEEN. pp. 231. - - $1.00

The young student must not fail to read this fascinating book. Its views are constantly referred to by present writers. That science rather than the classics should be the main matter of education, is the burden of the treatise.

45. **Science and Education.**—*Thomas Henry Huxley.*

D. APPLETON & CO. Cloth. 12 mo. - $1.25

Mr. Huxley writes as charmingly on education as he does on science. The attitude of a scientist toward education is usually considered more practical than that of the philosopher. Educational reading should cover both views.

46. **The Teacher.**—*Jacob Abbott.*

HARPER & BROTHERS. pp. 354. - - $1.00

We have not yet outgrown this thoughtful view of a teacher's duties. Young teachers will find very sensible advice in this book.

HISTORY OF EDUCATION

See No. 2. given in first list.

47. **History of Pedagogy.**—*Gabriel Compayré.* Translated and edited by W. H. Payne. Introduction, Notes, References, and an Index.

D. C. HEATH & CO. Cloth. pp. 618. - $1.75

The merits of this book have been well tested. It has long been the standard history of education.

48. **The History of Modern Education.**— *Samuel G. Williams.*

C. W. BARDEEN. 1896. Cloth. 16 mo. pp. 395. 15 portraits. - - - - $1.50

A very valuable book, simple and readable. One important feature is its reviews of books which should be read in connection with it.

49. **The Educational Ideal.**—*James Phineas Munroe.*

D. C. HEATH & CO. Cloth. pp. 278 - $1.00

The history of education is here presented as a series of epochs, each epoch represented by a man. This is one of the most interesting ways of studying history, and is a particularly fitting method for the study of educational history where revivals have been almost uniformly under the leadership of individuals. The difficulty in presenting this phase of the subject lies in making evident the trend of education from epoch to epoch. In this, the author has heen very successful.

50. **Sketches from the History of Education.**—*W. N. Hailmann.*

Pamphlet. pp. 39. - - - 20c

A brief sketch of the subject which emphasizes Dr. Hailmann's philosophy of education.

51. **A Short History of Education.** Being a reprint of the article on Education, from the ninth edition of the Encyclopædia Britannica. Edited with Introduction, Bibliography, Notes and References by *W. H. Payne.*

C. W. BARDEEN. Cloth. 16 mo. pp. 105. - 50c

Reading clubs who must work with slight expense, will find this a good outline for each one to own. There should, of course, be access to a library for the study of suggested topics.

COURSE OF READING

The following course of reading is suggested to accompany the reading of some general history of education:

Under Greek and Roman education see No. 8, page 9.

52. **Alexandria and Her Schools.**—*Charles Kingsley.*
THE MACMILLAN CO. pp. 132. - - $1.00

53. **Pre-Christian Education.** — *S. S. Laurie.* An Historical Survey.
THE MACMILLAN CO. Crown 8 vo. - $3.50
The book is not a history of philosophy, but a history of the rise and development of forces that were actually found operative in the people as a whole, and which the author considers had most to do with the development of systems of education. The book is divided into sections in which the different races are considered somewhat separately. This gives clearness, possibly at the expense of an understanding of interrelations.

54. **The Dialogues of Plato.** Translated into English with Analyses and Introductions by *B. Jowett, M. A.*, Master of Baliol College.
CHARLES SCRIBNER'S SONS. 4 vol. Crown 8 vo. $8.00
This is a beautiful edition of Plato, much to be coveted in any teacher's library. Particular parts which may well be studied in teachers' clubs to the exclusion of profitless discussion of devices are the following: The dialogues of Socrates with Charmides and Lysis; his handling of the young man Euthydemus and his geometry lessson given to the slave of Meno; the Phædo with its account of the death of Socrates; the discussion of education in the introduction to the Republic. Read essay on Socrates in Representative Men by Emerson, and also the essay on Socrates in Heroes and Hero-Worship by Carlyle.

55. **The Schoolmaster.**—*Roger Ascham* (1515-1568).
CASSELL & CO. pp. 200. - Paper, 10c; cloth, 25c

56. **Essays by Michel de Montaigne** (1533-1592.) Translated by *E. Hazlitt.*
A. L. BURT & CO. Cloth. 2 vol. Each vol. - $1.00

57. **Education of Children.**—*Montaigne.*
G. P. PUTNAM'S SONS. Cloth. - - 50c

58. **John Amos Comenius** (1592-1611).—His Life and Educational Works—*S. S. Laurie.*
C. W. BARDEEN. pp. 272. - - $1.00

59. **The Place of Comenius.**—*Nicholas Murray Butler.*
C. W. BARDEEN. 16 mo. pp. 20. - - 15c

60. **Life of Comenius**—*Ossian H. Lang.*
E. L. KELLOGG & CO. Paper. - - 15c

61. **Orbis Pictus.**—*John Amos Comenius.*
C. W. BARDEEN. Cloth. 8 vo. pp. 197. - $3.00
151 illustrations of original edition of 1658.
This is a beautiful edition of the oldest children's picture-book. Jean Paul loved it when a child, and used to color the pictures "from life."

62. **The School of Infancy.**—*John Amos Comenius*; an essay on education of youth during the first six years. Edited with an Introduction, Notes, and a Bibliography of the Comenian literature.
D. C. HEATH & CO. Cloth. pp. 116. - $1.00

63. **A Small Tractate of Education.**—*John Milton* (1608-1674).
C. W. BARDEEN. Paper. 16 mo. pp. 26. - 15c

64. **Conduct of the Understanding.**—*John Locke* (1632-1704). Bohn's Library. Two volumes,—Locke's complete philosophical works.

THE MACMILLAN CO. - - - $2.00

65. **Life of Rousseau** (1712-1778).—*John Morley.*

A. C. MCCLURG & CO. 2 vol. Crown 8 vo. Each 75c

66. **Rousseau and Education According to Nature.**—*Thomas Davidson.*

CHARLES SCRIBNER'S SONS. 16 mo. pp. 253. $1.00

67. **Emile; or, Concerning Education.**—*Jean Jacques Rousseau.* Translated by Jules Steeg.

D. C. HEATH & CO. pp. 157. Paper, 25c; cloth, 90c.

D. APPLETON & CO. A different edition - $1.50

Miss Blow's opening chapters of Symbolic Education are good to read in connection with Emile. There is no better commentary.

68. **Pestalozzi: His Aim and Work** (1746-1824).—*Roger DeGuimps.* Translated by J. Russell, with an introduction by Herbert Quick. With Portrait, Bibliography, and Index.

C. W. BARDEEN. pp. 336. - - - $1.50

69. **Hermann Pestalozzi: His Life, Work and Influence.**—*Hermann Krüsi.*

AMERICAN BOOK CO. pp. 248. - - $1.00

The different phases presented by 68 and 69 make it desirable for the student of Pestalozzi's life to read both. The simple earnestness of this great man's life and the enthusiasm of a heart fired by an intense love of real, not ideal children, cannot fail to bring inspiration to the reader of these volumes. In connection with these read

My Educational Recollections—*Hermann Krüsi.* Translated by his son, Hermann Krüsi in Nos. VI and VII of Studies in Education, Leland Stanford, '97.

70. **How Gertrude Teaches Her Children.**—*H. Pestalozzi.*

C. W. BARDEEN. pp. 320. - - - $1.50

71. **Leonard and Gertrude.** Translated by Eva Channing, with introduction by G. Stanley Hall.

D. C. HEATH & CO. pp. 193. Paper, 25c; cloth, 90c

This is a quaint little story, full of wisdom, but more than all betraying the author's sympathy with children. The little Samoan boy, when thanked by R. L. Stevenson for his "forethought," corrected the expression, which was in his native language, to "love." So Pestalozzi's forethought for children always means his love.

72. **Levana with the Autobiography of Jean Paul Richter** (1763-1825)

D. C. HEATH & CO. Cloth. pp. 451. - $1.40

It is Jean Paul who said, "I love God and little children." One chapter of Levana is unique. It describes teaching a school to see analogies. It suggests a line of training in wit and fancy. untouched in any other book on education.

73. **Herbart and the Herbartians.** (Herbart 1776-1841.)—*Dr. Charles DeGarmo.*

CHARLES SCRIBNER'S SONS. 12 mo. - $1.00

See Nos. 1 and 6. One impressive fact in Herbart's educational life is that it began with the close study of two individual children. See Dr. VanLiew's article on the child-study of Herbart in Transactions of Illinois Society for Child-Study, Vol II, No. 2.

74. **Autobiography of Frœbel** (1782-1852).

C. W. BARDEEN. Cloth. 12 mo. pp. 183 - $1.50

E. L. KELLOGG & CO. Paper. - - 50c

75. **Reminiscences of Friedrich Frœbel.**—*Baroness von Marenholz-Bulow.*

LEE & SHEPARD. pp. 359. - - $1.50

See Page 8, "Education of Man."

76. **Frœbel and Education by Self-Activity.**—*H. Courthope Bowen.* American edition edited by Nicholas Murray Butler.

CHARLES SCRIBNER'S SONS. Cloth. pp. 200. $1.00

This contains a review of the books written by Frœbel.

77. **The Student's Frœbel.**—*Wm. H. Herford.*

D. C. HEATH & CO. Cloth. pp. 128. - 75c

78. **For Jacotot** (1770 - 1840) See Joseph Payne's lectures.

79. **Rosmini** (1797-1855). Ruling principle of method applied to education. — *Antonio Rosmini Serbati.* Translated from the Italian by Mrs. William Grey.

D. C. HEATH & CO. Cloth. pp. 389. - $1.50

"The mind forms ideas when the intelligent subject feels the want of them and not a moment sooner." Rosmini's method is of the logical and philosophical type, yet the above quotation shows that he would not make a bad Herbartian, at least as far as the doctrine of interest is concerned.

80. **Life and Correspondence of Thomas Arnold** (1795-1842).—*Arthur Pennrhyn Stanley.*

CHAS. SCRIBNER'S SONS. 2 vol. in one. pp. 490. $2.50

81. **Same as 80.**

WARD, LOCK & BOWDEN. 12 mo. pp. 548. - 75c

82. **Same as 80.** Abridged by James H. Carlyle with Johnson's Memoir of Ascham.

C. W. BARDEEN & CO. 16 mo. pp. 252. - $1.00

The last edition contains all that is valuable to the usual reader. Thomas Hughes says of Dr. Arnold: "We listened to Dr. Arnold as all boys in their better moods will listen to a man whom we felt to be, with all his heart and soul and strength, fighting against whatever was mean and unmanly and unrighteous in our little world—a warm living voice of one who was fighting for us by our sides, and calling on us to help him and ourselves and one another." We read Dr. Arnold's life to find the secret of the wonderful influence of this great teacher, nor need we be disappointed.

83. **Thomas Arnold and the Contemporary Educational Movement in England,** together with a sketch of the educational influence of Matthew Arnold.—*J. G. Fitch.* Great Educator Series.

CHARLES SCRIBNER'S SONS. 12 mo. - $1.00

84. **Horace Mann.**—*W. T. Harris.*

C. W. BARDEEN. Cloth. pp. 34. - 25c

85. **Life and Educational Works of S. S. Laurie.**

C. W. BARDEEN. 16 mo. pp. 272. Paper, 50c: clo. $1.00

86. **German Psychology of To-day,**— *Thomas Ribot.* Translated from the French by James Mark Baldwin. Preface by James McCosh.

CHARLES SCRIBNER'S SONS. pp. 307. - $2.00

This discusses Herbart, Lotze, Wundt, Fechner, Helmholz, and others. It is a very valuable book to make one acquainted with the trend of German experimental psychology.

87. **Lessons in Psychology.**—*J. P. Gordy.*

HINDS & NOBLE. pp. 401 1891. - - $1.25

An easy and valuable reading-book for beginners. It presents pedagogy as well as psychology.

88. Applied Psychology.—*J. A. McLellan and Dr. John Dewey.*

EDUCATIONAL PUBLISHING CO. pp. 350. - $1.25

Outlines of method derived from established principles of mind, simple, readable, and its method usable every day in the classroom.

89. Inductive Psychology.—*E. A. Kirkpatrick.*

E. L. KELLOGG & CO. 1897. pp. 208. - 80c

A very suggestive and simple study of the subject. The method leads both to the study of one's self and to that of children. The chapter on attention is one of the best.

90. Psychology and Psychic Culture. — *Reuben Post Halleck.*

AMERICAN BOOK CO. 12 mo. pp. 368. Illus. $1.25

This book will be readily comprehended by a class of young students. It presents clearly those views of the nervous system which are necessary to the comprehension of modern psychology and child-study. Mr. Halleck is a master of the art of clear presentation, and the refreshing originality of his illustrations makes the book decidedly interesting.

91. Practical Lessons in Psychology.—*Dr. W. O. Krohn.*

WERNER SCHOOL BOOK CO. 1896. pp. 410. - $1.25

Those who may find Romanes, Wundt, and Ziehen rather difficult and abstract, or to whom Donaldson is a little hard, find in Dr. Krohn's book a perfectly simple and even entertaining discussion of the Nervous System, Habit, and Child-Study. The application to teaching is direct and practical. The cuts illustrating the nervous system are among the best published.

92.—Handbook of Psychology.—*James Mark Baldwin.*

Vol. I, Senses and Intellect. pp. 343. - $1.80

Vol. II, Feeling and Will. pp. 394. - 2.00
HENRY HOLT & CO.

93. **Essentials of Psychology.**—*James Mark Baldwin.*
HENRY HOLT & CO pp 372. - - $1.50
There is no author who has presented all psychological problems so exhaustively as has Professor Baldwin. The Handbook is a good encyclopædia of reference on all phases of the science. The Essentials of Psychology is simpler and better for study. Both give a very good idea of modern psychology which is a very different science from the metaphysical studies of the past.

94. **Principles of Psychology.** Advanced Course.—*William James.*
HENRY HOLT & CO. Vol I, pp. 689; Vol. II, pp. 704. $4.80

95. **Principles of Psychology.** Briefer Course.—*William James.*
HENRY HOLT & CO. pp. 478. - - $1.60
A book full of problems vital to the teacher's work, more suggestive of method than any book on method, and withal, absorbingly interesting to the very teacher who used to find metaphysical psychologies dry and unprofitable. Moreover, the book brings inspiration for further study. Read the chapter on Habit, and note criticism of the same in Halleck's "Central Nervous System."

96. **The Growth of the Brain.**—*Prof. H. H. Donaldson.*
CHARLES SCRIBNER'S SONS. 1895. pp. 374. - $1.25
It is the fashion in educational circles to talk glibly of brain cells, association tracks, etc., when the speaker's knowledge is really what George Eliot would call a "vast faculty for ignorance." Let the young teacher be discreetly silent on what he knows nothing about, or else let him through the careful study of some such book as this, really understand what is known of the structure of the nervous system, and the phenomena of brain growth. Professor Donaldson's final chapter on education is especially valuable.

97. General Physiology of Muscles and Nervous System.—*Dr. J. Rosenthal.*

D. APPLETON & CO. International Scientific Ser. $1.50

A good book to study with Donaldson's, as the reader of the latter will find some physiology necessary for reference.

98. Physiology of the Senses.—*John Gray McKendrick and William Snodgrass*, Glasgow University.

CHARLES SCRIBNER'S SONS. 12 mo. pp. 340. $1.50

This is one of the most important authorities referred to by Professors Donaldson and Halleck. A thorough student will be glad to secure this book. While it is exact, it is by no means abstruse. The general introduction is especially valuable for psychology classes, as it deals with the nervous system and sensation.

99. A Course of Experimental Psychology.—*Edmund C. Sanford*, Clark University.

Part I. "Sensation and Perception."

D. C. HEATH & CO. pp. 183. - - - 90c

Part II, yet in press, will deal with more complex mental processes.

This is a much needed classroom assistant to the teacher of psychology. Experiments are given and authorities referred to at every step. Child-study demands a knowledge of how to test senses, particularly sight, hearing, and dermal touch. This book furnishes direct aid in this line of work, and thus will be valuable in any teacher's library.

100. Thinking, Feeling and Doing.—*E. W. Scripture*, Yale College.

FLOOD & VINCENT. 12 mo. pp. 304. - $1.50

This is a popular exposition of experimental work in psychology with many illustrations making the directions very explicit and simple.

101. Outlines of Physiological Psychology. — *Dr. George T. Ladd.*

CHARLES SCRIBNER'S SONS. 8 vo. Illustrated. $2.00

102. Outlines of Psychology.—*Wilhelm Wundt.* Translated by Charles Hubbard Judd.

GUSTAV E. STECHERT. Cloth. - - $1.75

This is a very desirable book for reference in psychology classes. It is simpler than Wundt's lectures on "Human and Animal Psychology."

103. The Central Nervous System. — *Reuben Post Halleck.*

THE MACMILLAN CO. pp. 258 - - $1.00

A book like Professor Donaldson's, written on the theory that education consists in modifications of the nervous system. Professor Halleck's suggestion that sensations may be cultivated through repeated reproductions of images, even though the original perception is not repeated, is new and valuable.

104. Cosmic Philosophy.—*John Fiske.*

HOUGHTON, MIFFLIN & CO. 2 vol. pp. 465-523. $6.00

Read chapter on Mental Evolution in Vol. II, in connection with Study of the Nervous System.

105. The Will to Believe, and Other Essays in Popular Philosophy.—*William James.*

LONGMANS, GREEN & CO. Large Cr. 8 vo. pp. 332. $2.00

106. Animal Intelligence. *George John Romanes.*

D. APPLETON & CO. International Scientific Ser. $1.50

107. Mental Evolution in Man. Origin of Human Faculty.—*George John Romanes.*

D. APPLETON & CO. Cloth. 8 vo. - $3.00

OPEN COURT PUBLISHING CO.

Mr. Romanes discusses in his first book the development of

intelligence in animals. In this, he attempts to show how human faculty has been evolved in successive stages from animal faculty. One prominent distinction is made between what the author calls "recepts," products of a rudimentary abstraction which is non-voluntary, and concepts made voluntarily. Recepts are common to man and animals, and are accompanied by sign or gesture language. It is the gradual development of recepts into concepts which forms the center of Mr. Romanes's thought.

108. Inquiries into Human Faculty and Development. —*Francis Galton.*

THE MACMILLAN CO. pp. 380. - - $2.00

109. Lectures on Human and Animal Psychology.—*Wilhelm Wundt.* Translated from the German by J. E. Creighton and E. B. Titchener.

THE MACMILLAN CO. 1894. 8 vo. pp. 454. $4.00

The study of psychology from the standpoint of natural science, is a very different study from the subject viewed from its philosophical side. Wundt's presentation is clear and gives a good foundation for the study of the other books on this subject mentioned below.

110. Introduction to Physiological Psychology.—*Dr. Theodor Ziehen,* Professor at Jena. Translated by C. C. Van Liew and Dr. Otto Beyer.

SWAN, SONNENSCHEIN & CO. - - LONDON

Ziehen should be studied as well as Wundt, for they represent two widely differing interpretations of some of the phenomena of the nervous system.

111. Mental Development in Child and Race.—*J. Mark Baldwin.*

THE MACMILLAN CO. pp. 496. - - $2.60

Patient study of this book will result in a good idea of what

theories scientific child-study is tending to establish. Chapters on Imitation and Suggestion are the most practical in the book.

112. Habit and Its Importance in Education.—*Dr. Paul Radestock.* Translated by F. A. Caspari. With an introduction by Dr. G. Stanley Hall.

D. C. HEATH & CO. pp. 107. - - 75c

The fullest and best discussion of this all-important subject. The relations of psychology to physiology are especially emphasized. Read in connection with this the remarkable chapter on Habit in James's Psychology.

113. The Secret of a Clear Head.—*J. Mortimer Granville.*

D. LOTHROP & CO. pp. 108. - - 50c

In this book is another chapter on Habit, which is well worth study. It is devoted to warning us of the dangers of pushing habit beyond its legitimate limits. The possibility of reeling off whole books and sermons which are the product of automatism rather than intelligence, "must give us pause."

114. Psychology of Attention.—*Thomas Ribot.*

OPEN COURT PUBLISHING CO. Paper, 25c; cloth, 75c

Professor Ribot handles his subject in the light of modern ideas which have this advantage over ancient metaphysics that they afford practical help to the teacher. The chapter on the pathology of attention is especially interesting. Here is real assistance in dealing with volatile attention or with attention which changes its focus too slowly; children afflicted with either of these opposite maladies become serious problems in the schoolroom.

115. Diseases of the Memory.—*Thomas Ribot.* Translated from the French by William Huntington Smith.

D. APPLETON & CO. International Scientific Ser. $1.50

This book is even more helpful in the schoolroom than the one on Attention.

116. Connection Between Thought and Memory.—*Dr. Herman Lukens.*

D. C. HEATH & CO. pp. 179 - - $1.00

No book which thoughtfully discusses presentation of thought in the schoolroom can be recommended as superior to this.

117. Memory; What It Is, and How to Improve It.—*Kay.*

D. APPLETON & CO. International Educational Ser. $1.50

118. The Secret of a good Memory,—*Dr. J. Mortimer Granville.*

D. LOTHROP & CO. pp. 96. - - 60c

This bock works from the standpoint of experience, tests individual memories as to the character of the images favored, and gives many practical hints as to ways of remembering,—the most valuable of which is probably this, "If the will is to control the act of recovering, it must be directly concerned in that of storing."

119. How to Train the Memory.—*R. H. Quick.*

E. L. KELLOGG & CO. Manila. - - 15c

Mr. Quick is always sensible and entertaining. The value of his advice lies in the fact that he never suggests anything that he has not himself tested. One can't help envying the boys who were fortunate enough to be pupils of Mr. Quick.

120. Diseases of the Will.—*Thomas Ribot.*

OPEN COURT PUBLISHING CO. Paper, 25c; cloth, 75c

With this read—

Discussion of Interest and Will.—*Dr. John Dewey,* in Supplement II of First Herbartian Year Book.

121. Diseases of the Personality.—*Thomas Ribot.*

OPEN COURT PUBLISHING CO. Paper, 25c; cloth, 75c

122. Literature and Life.—*E. P. Whipple.*

HOUGHTON, MIFFLIN & CO. pp. 344. - $1.50

In this, read the essay on Intellectual Health and Disease.

123. Common Mind Troubles.—*Dr J. Mortimer Granville.*

D. LOTHROP & CO. pp. 102. - - 50c.

As we begin to study children individually, we find a great need of books like the last four, for we find that we must deal with children and youth who are more or less defective. They are our problems, and both Ribot and Granville are very efficient helps toward the solution of many a puzzling case in the schoolroom.

124. Stray Notes on Class Teaching. A Lecture.—*R. Herbert Quick.*

OLIVER & BOYD. EDINBURGH. Pamphlet. pp. 12. 10c

This is in Mr. Quick's most delightful vein. It deals chiefly with discipline and is one of the best articles to be read with young teachers who are in training. Notice this definition of order: "The only thing needed for order is this, that the mind and will of the master should be absolutely supreme, that he should be, as it were, the brains of the body, and the most distant muscle in it should feel what he thinks and do what he wishes. Where there is this *rapport* between the head and the body, there is true order; where the connection is imperfect, the order is imperfect."

125. The Character, Discipline and Methods of Teaching Political Economy.—*J. Lawrence Laughlin.*

POPULAR SCIENCE MONTHLY. April and May, 1885.

These articles are recommended without reference to the subject Professor Laughlin had in mind, as an admirable concrete discussion of the best methods of teaching advanced work in high schools and colleges—a subject rarely treated in educational literature.

126. Addresses.—*Edward Thring.* With fine portrait.

C. W. BARDEEN. pp. 203. Uncut edges - $1.50

These addresses were published after Mr. Thring's death.

They include the address to the teachers of Minnesota. In the first address we find the secret of Mr. Thring's success in helping teachers—his experience with schools in the Gloucester suburbs. "How on earth was the Cambridge-Honor man with his brain world to get at the minds of those little laborers' sons, with their unfurnished heads?" He goes on to tell what he learned of those children. We are reminded of Amos Barton, in the Shepperton Poor House, and his inability to learn under like circumstances. It is difficult to keep from filling pages with quotations from these addresses. Don't fail to read them.

127. Power through Repose.—*Annie Payson Call.*

ROBERTS BROTHERS. pp. 169. - - $1.00

Miss Call has suggestions here on physical training which every nervous teacher and every teacher of nervous children will do well to read. Miss Call in her piquant style merely brings common sense to bear upon the state of shallow emotion and worry sometimes found in our schools, which is so ruinous to the most refined and sensitive natures committed to their charge. The book has already worked wonders in changing the attitude and character of many a girl disposed to consider her state of nervous worry a very praiseworthy indication of conscientiousness and to cultivate it accordingly.

128. Intellectual Life.—*Philip Gilbert Hamerton.*

ROBERTS BROTHERS. Square 12 mo. - $2.00
HURST & CO. Library Edition. - - 50c

"We get no higher by walking, unless we walk *up hill.*" Experience per se is of no value to a teacher. Read Hamerton for similar nuggets. Teaching deals so intimately with human nature, that books of this character are often more suggestive than those which deal with pedagogy more directly.

129, Success and Its Conditions. A Volume of Essays.—*E. P. Whipple.*

HOUGHTON, MIFFLIN & CO. pp. 333. - $1.50

Essays on The Vital and Mechanical, Grit, and Mental and

Moral Pauperism are admirable educational essays. The rare quality of the English in these essays will create an appetite for more of Whipple's books. Nothing can be finer than the essay on Grit.

130. **Character and Characteristic Men.**—*E. P. Whipple.*
HOUGHTON, MIFFLIN & CO. pp. 324. - $1.50
This contains an essay on Intellectual Character and one on Agassiz, both educational.

131. **Mechanism in Thought and Morals,**—*Oliver Wendell Holmes.* In *Pages from an Old Volume in Life.*
HOUGHTON, MIFFLIN & CO. pp. 101. - $1.50
Read this with Whipple's essay on The Vital and Mechanical. A keen teacher can learn more of method from these two essays than from any two volumes treating directly of pedagogy.

132. **Children's Rights.**—*Kate Douglas Wiggin.*
HOUGHTON, MIFFLIN & CO. 1893. pp. 235. $1.00
A bright, readable book, full of sympathy with child nature.

133. **Studies in Primary Education.**—*Mary Putnam Jacobi.*
G. P. PUTNAM'S SONS. 12 mo. - - $1.00
These are valuable studies because the author is searching for her theories through experience.

134. **Evolution of Dodd.**—*William Hawley Smith.*
RAND, MCNALLY & CO. - - - 50c
A pleasing story with a moral for teachers.

144. **Roderick Hume.** The Story of a New York Teacher.—*C. W. Bardeen.*
C. W. BARDEEN. 16 mo. pp. 319. Manila, 50c; cloth, $1.25
An interesting novel and a useful book for young teachers because it presents phases of life which must be dealt with when the

young teacher begins work. Here are suggested conditions never mentioned in the training school, which may produce failure although they have little to do with general ability to teach.

136. Education and the Higher Life.—*Right Reverend J. L. Spalding.*

A. C. MCCLURG & CO. 12 mo. - - $1.00

Essays on Ideals, Self-Culture, Love of Excellence, Growth and Duty, Right Human Life. Bishop Spalding presents a high spiritual ideal of culture, one which if present in the purpose of every teacher would render useless the formal and separate teaching of morals.

137. Early Training of Children.—*Mrs. Frank Malleson.*

D. C. HEATH & CO. pp. 127. Paper, 25c; cloth, 75c

This is a good book to recommend to mothers in mothers' clubs. Of course teachers should read it, too.

138. Home, Kindergarten, and Primary School Education in Their Vital Relations to Each Other.—*Elizabeth P. Peabody.*

D. C. HEATH & CO. pp. 226. - - $1.00

Another book for mothers and teachers.

139. Gentle Measures in Training the Young.—*Jacob Abbott.*

HARPER & BROTHERS. 1871. 12 mo. pp. 330. $1.00

We are just beginning to appreciate the wisdom of Jacob Abbott. No book more fully illustrates the spirit of the new education than this, although it is a quarter of a century old.

CHILD STUDY

PERIODICALS

Throughout the list of articles on Child Study, references are constantly made to the following periodicals:—

1. **Studies in Education.** June, '96-'97. Ten numbers for $1.50. Address Earl Barnes, Stanford University, California.

One dollar spent for these numbers will give you more return than several dollars spent for any other of the books or pamphlets recommended. Prof. Barnes has an unusual faculty for sifting the wheat from the chaff, and of comprehending and suiting the needs of the teacher of average ability.

2. **Pedagogical Seminary.** (Begun in 1891.) Volumes of four numbers each. $1.50 per copy. $5.00 per volume. Vol. I and II are becoming scarce and high-priced. Address Dr. G. Stanley Hall, Clark University, Worcester, Mass.

This contains the greatest number of valuable studies yet printed. The reviews of educational literature alone are worth the price of the magazine.

3. **The American Journal of Psychology.** Published quarterly. Subscription for the year, $5.00. Single copies, $1.50. Address Dr. G. Stanley Hall, Clark University, Worcester, Mass.

Most of the articles given here are quite abstruse, and valuable only to those thoroughly versed in the latest results of experimental psychology. However, a number of very important practical studies of children have been published in the later numbers, and more are to be published. References to these studies will be given in the following pages.

4. **North Western Journal of Education.** Published monthly. Per year, $1.50. Address J. H. Miller, Lincoln, Nebraska.

This has a very good child study department conducted by *G. Luckey*. Child study numbers were published July, 1896 and 1897. These numbers can be secured for 25c each. Vol. VII beginning July, '96, is valuable now, as well as the current numbers.

5. **Transactions of the Illinois Society for Child Study.** Werner School Book Co. Vol. I, Nos. I, 2, 3, and 4; Vol. II, Nos. I and 2; Vol. III, No. I. Pamphlets. Per number, 50c.

Vol. I, Nos. I, 2, and 3 contain valuable syllabi. Vol. II, No. 2 is the largest and most important of the set. Vol. III, No. I, contains the report of the week's congress in Chicago, April, '97.

6. **Kindergarten Magazine.** Monthly. $2.00 per year. Kindergarten Literature Co. Chicago.

7. **Babyhood.** $1.00 per year. 5 Beckman Street, New York.

8. **Interstate School Review.** Weekly. 5c per copy. Danville, Ill.

9. **Inland Educator.** 12 numbers per year, $1.00. Terre Haute, Ind.

10. **Mind and Body.** Freidinker Publishing Co. Milwaukee, Wis.

11. **Educational Review.** $3.00 per year. Henry Holt & Co. New York.

12. **Mind.** A Quarterly Review. 12 Shillings. Williams & Norgate, Covent Garden, London.

13. **Education.** Monthly. $3.00 per year. 50 Bromfield Street, Boston.

14. **Child Study Monthly.** Monthly. $1.00 per year. Werner School Book Co. Chicago.

15. **School Education.** Child Study number, July, '96, 25c. Minneapolis, Minn.

16. **Normalia.** Child Study number, June '96 and '97, 10c. State Normal School. St. Cloud, Minn.

GENERAL

1. CHILD STUDY THE BASIS OF AN EXACT EDUCATION.—*Dr. G. Stanley Hall.* Forum. Vol. XVI. pp. 93-94 and 429-441.

2. CHILD STUDY AS RELATED TO THE WORK OF INSTRUCTION. —*C. C. Van Liew.* Transactions Illinois Society. Vol. 1. No. 1.

3. A PRELIMINARY SKETCH OF THE HISTORY OF CHILD STUDY IN AMERICA.—*Sara E. Wiltse.* Pedagogical Seminary. Vol. III. No. 2. p. 189.

4. SKETCH OF HISTORY OF CHILD STUDY IN UNITED STATES FOR 1896.—*Sara E. Wiltse.* Pedagogical Seminary. Vol. IV. No. 1.

5. METHODS OF STUDYING CHILDREN.—*Earl Barnes.* Studies in Education. Leland Stanford. No. 1.

6. SUGGESTIONS ON CHILD STUDY.—*Dr. G. Stanley Hall.* Pedagogical Seminary. Vol. II. p. 335.

7. SUGGESTIONS ON THE STUDY OF CHILDREN.—*Prof. William L. Bryan.* Transactions Illinois Society. Vol. I. No. 1.

8. **Practical Child Study.**—*A. D. Cromwell.*
W. M. WELCH & CO. Cloth. pp. 133 - 75c

9. **How to Organize Round Tables.**—*Mrs. Ellen R. Jackman.*
WERNER SCHOOL BOOK CO. pp. 37 - - 25c
This is exactly what is needed for mothers' clubs. Mr. Jackman's suggestions to parents as to how to judge a school, are directly to the point.

10. BIBLIOGRAPHIES OF CHILD STUDY.—*Earl Barnes and C. J. C. Bennett.* Studies in Education. Leland Stanford. Vol. I. No. 2.

11. BIBLIOGRAPHY OF CHILD STUDY.—*Louis N. Wilson.* Pedagogical Seminary. Vol. V. No. 4. pp. 541-590.

12. THE AIMS AND STATUS OF CHILD STUDY.—*E. W. Scripture.* Educational Review. Vol. VIII. p. 236.

13. CHILD STUDY, A NEW DEPARTMENT OF EDUCATION.—*Oscar Chrisman.* Forum. Vol. XVI. p. 728.

14. **Studies from Yale Psychological Laboratory.**—*E. W. Scripture.*
YALE UNIVERSITY. Vol. I, II, and III. Each $1.00

15. THE NEW PSYCHOLOGY AS A BASIS OF EDUCATION.—*Dr. G. Stanley Hall.* Forum. Vol. XVII. p. 710.

16. METHODS, STATUS, AND PROSPECTS OF THE CHILD STUDY OF TO-DAY.—*Dr. G. Stanley Hall.* Transactions Illinois Society. Vol. II. No. 2.

17. SUGGESTIONS FOR A PHILOSOPHY OF EDUCATION.—*A. Caswell Ellis.* Pedagogical Seminary. Vol. V. No. 2.

18. TEST ON SCHOOL CHILDREN.—*E. W. Scripture.* Educational Review. January, 1893.

19. IS CHILD STUDY PRACTICAL FOR THE TEACHER.—*G. T. W. Patrick.* Proceedings N. E. A. 1895. Denver.

20. SOME RESULTS OF CHILD STUDY IN ILLINOIS AND THEIR VALUE TO TEACHERS IN SERVICE.—*Dr. W. O. Krohn.* Proceedings N. E. A. 1895. Denver.

21. TOPICAL SYLLABI FOR CHILD STUDY. Old and New Series. —*Drs. G. Stanley Hall and H. T. Lukens,* Clark University, Worcester, Mass.

22. Transactions of Illinois Society of Child Study. Vol. I., Nos. 2 and 3 contain a bibliography of child study. Lists are also to be found in the Pedagogical Seminary. Tracy's Psychology of Childhood and Child and Childhood in Folk Lore contain very valuable lists.

23. A SCHEME OF CLASSIFICATION FOR CHILD STUDY.—*W. H. Burnham.* Pedagogical Seminary. Vol II. p. 191.

24. STUDY OF CHILDREN AT THE STATE NORMAL SCHOOL, WORCESTER, MASS.—*W. H. Burnham.* Pedagogical Seminary. Vol. II. p. 343.

25. Observation and Study of Children. — *Mrs. Helen Adler.*

NEW YORK. 1891.

26. METHODS OF CALCULATING RESULTS IN CHILD STUDY.—*Dr. J. Allen Gilbert.* Transactions Illinois Society. Vol. I. No. 2.

27. RESULTS OF CHILD STUDY.—*Dr. Krohn, Dr. Dewey, Earl Barnes, J. Mark Baldwin* and others. Transactions Illinois Society. Vol. I. No. 4. Entire number.

28. PLEA FOR CHILD STUDY.—*Prof. Wm. L. Bryan.* Proceedings N. E. A. 1893. p. 777.

29. HOW TO INTERPRET LIFE OF A CHILD. Kindergarten Magazine. Vol. VIII. No. 10.

30. INDIVIDUAL PSYCHOLOGY.—*Wellesley.* American Journal of Psychology. Vol. VI. No. 4.

31. MENTAL TESTS AND MEASUREMENTS. — *J. McK. Cattell.* Mind. Vol. XV. p. 373.

32. SOCIAL ASPECTS OF CHILD STUDY.—*Prof. David Kinley.* Transactions Illinois Society. Vol. I. No. 1.

GENERAL DEVELOPMENT

A sound foundation for this study should be laid in the reading of books on the nervous system and on experimental psychology. An easy course of this reading would be Dr. Krohn's "Elements of Psychology," or James's; followed by Scripture's "Thinking, Feeling and Doing," and Donaldson's "Building of the Brain;" or Halleck's "Psychic Culture," followed by his "Education of the Central Nervous System." See pages 26-29 under Pedagogy and Psychology.

A more difficult course might include beside the above:—Wundt's "Outlines of Psychology," Ziehen's "Introduction to Physiological Psychology," also Sanford's, and the works of Romanes, Ribot, Galton, and J. Mark Baldwin. "Physiology of the Senses," McKendrick and Snodgrass; Rosenthal's "General Physiology of Muscles and Nervous System." See pages 28-31 under Pedagogy and Psychology.

THE INFANT

1. **Psychology of Childhood.**—*Tracy.*

D. C. HEATH & CO. pp. 160 - - 90c

We must begin with the psychology of childhood, not that of the adult mind, if we would succeed in learning how to observe children. This book should be owned by the teacher who wishes to engage in child study, as it gives the latest results in clear and simple form. The study of the infant is farther advanced than the study of school children. Dr. Hall thinks that the study of infants will influence profoundly our philosophy of education, while the study of school children will be more practical.

2. **The Senses and the Will.**—*Dr. Preyer.* (Part I of "The Mind of the Child.")

D. APPLETON & CO. International Educational Ser. $1.50

3. **The Development of the Intellect.** — *Dr. Preyer.* (Part II of "The Mind of the Child.")

D. APPLETON & CO. International Educational Ser. $1.50

4. **The Infant Mind.**—*Dr. Preyer.*

D. APPLETON & CO. International Educational Ser. $1.50

These books of Dr. Preyer's present scientific data in the study of the first five years of a child's life with his conclusions therefrom. No. 3 is later and presents new verifications and more deliberate reflection. If not interested in the details (scientific data are always dry to any one but the investigator), read over Dr. Preyer's conclusions and reserve the statistics to be compared later with your own investigations.

5. **The Intellectual and Moral Evolution of the Child.** —*Gabriel Compayré.* Translated by Mary E. Wilson.

D. APPLETON & CO. International Educational Ser. $1.50

This comprehends the first four years of a child's life. "The

scientific interest is not in fixing dates at which a child is able to do things, but in finding the order of mental development."

6. **First Three Years of Childhood.**—*B. Perez.*

A. C. MCCLURG & CO. pp. 292. - - $1.50

Nos. 6 and 7 are careful observations of little children.

7. **Notes on the Development of a Child.**—*Millicent W. Shinn.* University of California. Berkely, Cal. - - - - - 50c.

Miss Shinn has a paper on the "First Two Years of a Child" in the N. E. A. proceedings at Chicago in '93. p. 773.

7½. **Mental Development of a Child.**—*Kathleen Moore.*

THE MACMILLAN CO. pp. 150. - - $1.00

8. **Studies of Childhood.**—*James Sully.*

D. APPLETON & CO. - - - $2.50

These papers were published in Popular Science Monthly in the years '93 and '94, and are chiefly valuable for comparison with one's own statistics.

9. **Hereditary Genius.**—*Francis Galton.*

THE MACMILLAN CO. pp. 390. - - $2.50

A study of the extent to which genius is hereditary.

MAGAZINE ARTICLES

1. FIRST FIVE HUNDRED DAYS OF A CHILD'S LIFE.—*Mrs. Winfield S. Hall.* Child Study Monthly. Vol II. Nos. 6 to 10.

2. GROWTH OF CHILDREN.—*Peckham.* Vol. I. Annual Report. State Board of Health. Wisconsin. 1881.

3. GROWTH OF CHILDREN. Science. Vol. XI. p. 28.

4. REMARKS ON RHYTHM IN EDUCATION.—*Dr. G. Stanley Hall.* Proceedings N. E. A. 1894.

5. ORDER OF PHYSICAL GROWTH IN THE CHILD. — *Bayard Holmes.* Transactions Illinois Society. Vol. II. No. 2.

6. ONE YEAR WITH A LITTLE GIRL.—*Oscar Chrisman.* Educational Review. January, 1895.

7. A BIOGRAPHICAL SKETCH OF AN INFANT.—*Charles Darwin.* Mind. 1877. Vol. II. p. 285.

8. THE BABY'S MIND.—*Elizabeth S. Brown, M. D.* Series in Babyhood. July, 1890, to Nov., 1890.

9. NOTES ON THE STUDY OF INFANTS.—*Dr. G. Stanley Hall.* Pedagogical Seminary. Vol. I. p. 127.

10. SUGGESTION IN INFANCY. — *J. Mark Baldwin.* Science. Feb. 27, 1891.

11. DEVELOPMENT OF CHILDREN. Darwinism in the Nursery.—*L. Robinson.* Popular Science Monthly. Vol. XL. p. 674.

12. NOTES ON AN INFANT.—*Champneys.* Mind. Vol. VI. p. 104

13. TRANLATION OF PREYER'S DIRECTIONS FOR CONDUCTING A DAY BOOK RECORDING THE DEVELOPMENT OF THE CHILD FROM BIRTH. — *Dr. W. O. Krohn.* Transactions Illinois Society. Vol. I. No. 1.

14. INFANT STUDY IN THE CLASS ROOM.—*Adelaide E. Wyckoff.* Pedagogical Seminary. Vol. II. No. 3.

15. RECORD OF INFANT LIFE.—*Ludeman.* Syracuse.

16. SOME ASPECTS OF THE SENSE OF SELF.—*Dr. G. Stanley Hall.* American Journal of Psychology. Vol IX. No. 3. pp. 351-395.

16½. GROWTH OF CHILDREN.—*Frederic L. Burk.* American Journal of Psychology. Vol. IX. No. 3. pp. 250-326.

CHILDHOOD

1. CONTENTS OF CHILDREN'S MINDS ON ENTERING SCHOOL.—*Dr. G. Stanley Hall.* Pedagogical Seminary. Vol. I. No. 2. In book form by E. L. Kellogg & Co. 25c.

2. STUDY OF CHILD ON ENTERING SCHOOL.—*C. C. Van Liew.* (Questions to Parents.) Transactions Illinois Society. Vol. I. No. 2.

3. CHILD STUDY THROUGH THE MEDIUM OF THE PARENTS.—*Mrs. Lida McMurry.* Transactions Illinois Society. Vol. I. No. 3.

4. CHILD STUDY WITH CO-OPERATION OF PARENTS. — *Dr. C. C. Van Liew.* Proceedings N. E. A. 1895. Denver.

5. STORY OF THE BOYHOOD OF GREAT MEN.—*A. H. Yoder.* Pedagogical Seminary. Vol. III. No. 1.

ADOLESCENCE

1. STUDY OF ADOLESCENCE.—*W. H. Burnham.* Pedagogical Seminary. Vol. I. p. 174.

2. FEELINGS AND IDEAS OF SEX IN CHILDREN.—*Earl Barnes.* Pedagogical Seminary. Vol. II. p. 199.

3. A STUDY OF ADOLESCENCE. — *Sara E. Wiltse.* Child Study Monthly. Vol. II. No. 4.

4. INVESTIGATIONS IN PUBESCENCE. — *A. H. Yoder.* Transactions Illinois Society. Vol. II. No. 2.

5. THE PSYCHOLOGY AND PEDAGOGY OF ADOLESCENCE.—*E. G. Lancaster.* Pedagogical Seminary. Vol. V. No. 1.

6. STUDY OF BOYS DURING THE ADOLESCENT PERIOD OF LIFE. —*J. K. Stableton.* North Western Monthly. Vol. VIII. Nos. 4-10.

7. CARE OF THE ADOLESCENT GIRL.—*Mary Putnam Jacobi.* Mother's Voice. New York. January, 1898.

8. BOOKS AND PAMPHLETS INTENDED TO GIVE SEX INFORMATION.—*Earl Barnes.* Studies in Education. Leland Stanford. No. 8.

The problem is here stated with great clearness. The bibliography is very full, and the critical comments on each book particularly helpful.

Some books designed to help parents and teachers in regard to this subject, which may be recommended are:

(1.) **A Song of Life.**—*Margaret Warner Morley.* (For Children.)
A. C. MCCLURG & CO. 1891. pp. 155. - $1.25

(2.) **Life and Love.**—*Margaret Warner Morley.* (For Older People.)
A. C. MCCLURG & CO. 1895. pp. 214. - $1.25

(3.) **Almost Fourteen.**—*Mortimer A. Warren.*
DODD, MEAD & CO. pp. 131. - - $1.00

Dr. Mary Wood-Allen's Books. (In form of letters.)

(4.) **The Marvels of Our Bodily Dwelling.** (For Children.) pp. 275. - - - $1.00

(5.) **Almost a Man.** (For Boys.) pp. 39. - 25c

(6.) **Child Confidence Rewarded.** (For Parents.) pp. 19. - - - - - 10c

(7.) **Teaching Truth.** (For Parents.) pp. 24. 25c
WOOD-ALLEN PUBLISHING CO. ANN ARBOR. MICHIGAN.

Dr. Lyman Sperry's Books.

(8.) **Confidential Talks with Young Men.** pp. 175. 75c

(9.) **Confidential Talks with Young Women.** pp. 60. 75c

(10.) **What Young People Should Know.** The Reproductive Function in Man and Lower Animals.—*Burt G. Wilder.*
ESTES & LAURIAT. pp. 212. - - $1.50

CULTURE EPOCHS

1. THE EDUCATIONAL THEORY OF CULTURE EPOCHS. — *Dr. C. C. Van Liew.* First Herbartian Year Book.
See Nos. 9, 29, 30, 111, under Pedagogy and Psychology. "Mental Devel-

opment in Child and Race," J. Mark Baldwin. "Science of Education." Rosenkranz, "Outlines of Pedagogics," Rein. "General Method," McMurry.

2. A POINT OF DIFFERENCE BETWEEN RACE AND INDIVIDUAL DEVELOPMENT.—*Herman T. Lukens.* Second Herbartian Year Book.

This is an article well worthy of attention. It throws light on the work of the early school years, and suggests some very important changes in the course of study for those years.

3. CULTURE EPOCHS, CHILD AND RACE.—*Arnold Tompkins.* Child Study Monthly. Vol. I. No. 5.

4. CULTURE EPOCHS.—*Discussed by Levi Seeley, Dr. Dewey, Dr. Hinsdale and others.* Second Herbartian Year Book.

5. THE SAVAGERY OF BOYHOOD.—*John Johnson, Jr.* Popular Science Monthly. 1881. Vol. XXXI. pp. 796-800.

6. RUDIMENTARY SOCIETY AMONG BOYS.—*John Johnson, Jr.* Overland Monthly. October, 1883 and July, 1884.

Development of society of boys compared with that of Aryan Race.

HYGIENE—Fatigue, Motor Phenomena, Nerve Signs

1. **Mental Faculty.**—*Dr. Francis Warner.*

THE MACMILLAN CO. pp. 212. - - 90c

2. **The Children and How to Study Them.**—*Dr. Francis Warner.*

KEGAN, PAUL & CO. LONDON. pp. 108 - 75c

This little book of lectures is full of suggestions as to the observation of nerve signs and the real meaning of activity of body in its relation to brain. "You should no more wantonly arrest a a child's activity without due cause, than throw a stone at an animal without cause, or destroy a flower because you do not see any use in it."

3. **Physical Expression; Its Modes and Principles.**—*Dr. Francis Warner.*
D. APPLETON & CO. International Educational Ser. $1.75

4. **Studies from Yale Psychological Laboratory.**—*E. W. Scripture.*
YALE UNIVERSITY. Vol. I, II, and III. Each $1.00

5. **Thinking, Feeling, and Doing.**—*E. W. Scripture.*
FLOOD & VINCENT. - - - - $1.50

See books on Nervous System. Nos. 96, 97, 103 and 105 under Pedagogy and Psychology.

MAGAZINE ARTICLES

1. NERVOUS CHILDREN AND HOW TO HELP THEM.—*Grace C. Kempton.* Interstate School Review. October, 1895.
See "Power Through Repose," No. 127 under Pedagogy and Psychology.

2. NEW DISEASES OF SCHOOL CHILDREN.—*Dr. W. O. Krohn.* Child Study Monthly. Vol, I. No. 10.

3. SCHOOL HYGIENE.—*W. H. Burnham.* Pedagogical Seminary. Vol. II. p. 9.

4. ESSENTIALS OF SCHOOL HYGIENE. — *Dr. D. F. Lincoln.* Transactions Illinois Society. Vol. I. No. 3.

5. THE SCHOOL - FATIGUE QUESTION IN GERMANY. — *H. T. Lukens.* Educational Review. Vol. XIV. No. 3. Mar., '98.

5½. STUDY OF SOME OF THE CONDITIONS OF MENTAL ACTIVITY.—*John A. Bergstrom.* American Journal of Psychology. Vol. VI. No. 2. pp. 247-274.

6. FATIGUE.—*F. B. Dresslar.* Pedagogical Semimary. Vol. II. p. 102.

7. FATIGUE BY MUSCLE LABOR.—*H. Ballin.* Mind and Body. March and April, 1895.

8. THE FATIGUE OF THE SCHOOL HOUR. Studies from Laboratory of Leland Stanford.—*Marion Holmes.* Pedagogical Seminary. Vol. III. No. 2.

9. STUDIES IN FATIGUE.—*Moore.* Studies from Yale. Vol. III.

10. A PRELIMINARY STUDY OF SOME OF THE MOTOR PHENOMENA OF MENTAL EFFORT.—*Ernest H. Lindley.* American Journal of Psychology. Vol. VII. No. 4.

11. COMPARATIVE OBSERVATIONS OF THE INVOLUNTARY MOVEMENTS OF ADULTS AND CHILDREN.—*Milo Asem Tucker.* American Journal of Psychology. Vol. VIII. No. 3.

12. THE EFFECT OF FATIGUE ON VOLUNTARY MUSCULAR CONTRACTION.—*Warren P. Lombard, M. D.* American Journal of Psychology. Vol. III. No. 1.

13. REMARKS ON REPLIES BY TEACHERS TO QUESTIONS RESPECTING MENTAL FATIGUE.—*Sir Francis Galton.* Journal Anthropological Institute. 1888. p. 157.

14. REVIEW OF DIE ERMUDUNG. *A. Mosso,* Leipsic. 1892. Pedagogical Seminary. Vol. II. p. 267.

15. STUDY OF FATIGUE. Normalia. St. Cloud Normal School. March, 1896. Price 10 cents.

16. INTELLECTUAL HABITS OF CORNELL STUDENTS. — *Earl Barnes.* Studies in Education. Leland Stanford. No. 5.

17. ACCURATE TESTS FOR CHILD STUDY.—*E. W. Scripture.* Transactions Illinois Society. Vol. I. No. 2.
Tests on dermal pressure here given may be used for fatigue.

18. THE CRIMINAL CROWDING OF PUBLIC SCHOOLS.—*J. H. Penniman.* Forum. May, 1895.

19. CROWDED SCHOOLS AS PROMOTERS OF DISEASE.—*H. D. Chapin.* Forum. May, 1895.

20. SOME PHYSIOLOGICAL CONSIDERATIONS IN THE ARRANGEMENTS OF A SYSTEM OF SCHOOL GYMNASTICS.—*Hans Ballin.* Mind and Body. May, 1895.

21. CAUSES AND PREVENTION OF LATERAL CURVATURE OF THE SPINE, AND NEAR-SIGHTEDNESS.—*Dr. Edward Luehr.* Mind and Body. September, 1894.

22. HABITUAL POSTURES OF SCHOOL CHILDREN.—*Dr. W. O. Krohn.* Child Study Monthly. October, 1895.

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8. The Story of the Yakima Indians.

SCHOOL EDUCATION CO. - - - 5c

9. Primary Geography.—*Alexander Frye.*

GINN & CO. - - - - 75c

The stories from Frye's Geography may be used to supplement those of previous books, so that there are stories of children in hot, in cold, and in temperate countries, children living on mountains, plains, and lowlands; children of Holland, China, and Japan; with Indian stories, and stories of other races.

10. Mr. Wind and Madame Rain.—*Paul de Musset.* Translated by Emily Makepeace.

HARPER & BROTHERS. pp. 126. Illustrated. - 75c

A delightful fairy story of wind and rain.

11. Father Aldur.—*Agnes Giberne.*

MERRILL & BAKER. Small 8 vo. pp. 376. Illus. $1.50

Story of a river, mists, fogs, etc.

12. **Hunter Cats of Connorloa.**—*Helen Hunt Jackson.*
ROBERTS BROTHERS. - - - 75c
Story of California.

13. **Wee Ones of Japan.**—*Mae St. John Bramhall.*
HARPER & BROTHERS. 16 mo. pp. 137. Illus. $1.00

THIRD AND FOURTH GRADES

These grades will enjoy reading the books whose stories have been told or read to the first and second grades.

1. **Afloat in the Forest.**—*Capt. Mayne Reid.*
WORTHINGTON & CO. - - - $1.00
The Amazon forests.

2. **Scribner's Geographical Reader and Primer.**
CHARLES SCRIBNER'S SONS. pp. 282. - $1.25

3. **The Whirling Globe.** A Serial from November, 1895, to November, 1896, in *Little Men and Women.*
ALPHA PUBLISHING CO.
A description of the life of children of different countries entertainingly told.

4. **Selections from Youth's Companion.**
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5. **Tales from St. Paul's Cathedral.**— *Mrs. Frewen Lord.*
CHARLES SCRIBNER'S SONS. 16 mo. Boards. pp. 104. 40c

6. **Jungle Book.**—*Rudyard Kipling.*
CENTURY CO. 12 mo. pp. 303. - - $1.50
The biggest favorite of all with old and young.

7. **The Catskill Fairies.**—*Virginia W. Jonson.*
HARPER & BROTHERS. 8 vo. pp. 164. Illus. $3.00
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8. **Animal Life on the Globe.**—*G. G. Chisholm.*
BOSTON SCHOOL SUPPLY CO. pp. 147. Illus. - 36c

9. **Our Own Country.**
SILVER, BURDETT & CO. - - - 50c

10. **The Four Mac Nicols.**—*William Black.*
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Much liked as a reading book in fourth grade. It gives a picture of western Scotland.

11. **Quadrupeds of North America.**— *William T. Hornaday.* Serial in *St. Nicholas,* February, 1894, to December, 1894.

12. **This Continent of Ours.**—*King's Picturesque Geographical Readers.*
LEE & SHEPARD - - - - 72c

13. **Little People of the Plaza.** Serial in *Little Men and Women.* January, 1888, to May, 1888.
Story of Mexico.

14. **Indian Stories.** Serial in *Little Men and Women.* January, 1887, to December, 1887.
Story of Mexico.

15. **Fruits of a Sunny Land.** Serial in *Little Men and Women.* January, 1891, to June, 1891.
Story of Brazil.

16. **Kangaroo Hunters.**—*Annie Bowman.*
HENRY T. COATES. Alta Edition. - - 50c

17. **Lost in the Jungle.**—*Paul DuChaillu.*
HARPER & BROTHERS. Illustrated. - $1.00

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CHARLES SCRIBNER'S SONS. 12 mo. - $1.25
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19. **Away in the Wilderness.**—*R. M. Ballantyne.*
HENRY T. COATES. 16 mo. Cloth - 50c
Red Indians and fur traders.

20. **At the Springfield Armory.**—*Jacob Abbott.*
HARPER & BROTHERS. 16 mo. - - 75c

21. **Zig-Zag Journeys.**
See page 111 and as classified under countries.

22. **Matka and Kotik.**—*David Starr Jordan.*
SAN FRANCISCO. pp. 68. - - - $1.00
A seal story of Alaska.

23. **Gorilla Hunters.**—*R. M. Ballantyne.*
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24. **Gascoyne, the Sandal Wood Trader.**—*R. M. Ballantyne.*

HENRY T. COATES. Alta Edition. - - 50c

FIFTH AND SIXTH GRADES

A few books are given here, but there are many other books suitable for these grades in the classified list for seventh and eighth grades.

1. **Brooks and Brook Basins.**—*Alexander Frye.*

GINN & CO. - - - - - 60c

This is one of the most beautiful and serviceable supplementary reading books.

2. **Around the World in Eighty Days.**—*Jules Verne.*

HENRY T. COATES. Alta Edition. - - 50c

THOMAS Y. CROWELL. - - 25c and $1.25

3. **Under the Equator.**—*Paul DuChaillu.*

HARPER & BROTHERS. pp. 231. Illustrated. $1.00

Children should not be given dull reading in geography at this time. Jules Verne and DuChaillu belong here if anywhere.

4. **Hans Brinker, or the Silver Skates.**—*Mary Mapes Dodge.*

CHARLES SCRIBNER'S SONS. 12 mo. - $1.50

The favorite with these grades. The picture of Holland is delightful.

5. **Feats on the Fiord.**—*Harriet Martineau.*

GEORGE ROUTLEDGE & SONS. - - 50c

6. **Along the Florida Reef.**—*Charles F. Holder.*

A. C. MCCLURG & CO. - - - $1.50

7. **The Other Jungle Book.**—*Rudyard Kipling.*
CENTURY CO. 12 mo. pp. 350. Illustrated. $1.50

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15. **Campmates.**—*Kirk Munroe.*
HARPER & BROTHERS. Post 8 vo. Illustrated. $1.25

16. **The Enchanted Burro.**—*Charles F. Lummis.*
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Books of literary or historical value often convey the strongest and most lasting impressions of places. They are therefore to be preferred for geographical reading. Those in which locality is prominent are classified with books of travel in this list. For others see literature and history. Those which are easy supplementary reading for the grades are marked S.

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3. **Vassar Girls at Home.** See page 111.

4. **America.** Vol 1. *Half-Hours of Travel.* See p. 110.

5. **America Photographed.** See *Illustrated Books.* p. 87.

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10. **The Industrial Evolution of the United States.**—*Carroll D. Wright,* United States Commissioner of Labor. Chautauqua Literature, 1895-'96.
METHODIST BOOK CONCERN. - - $1.00

S 11. **Our Own Country.**—*Minna C. Smith* in *The World and Its People.* See page 104.

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6. **Pine Tree Coast.**—*Drake. Illus. Books.* See p. 88.

7. **Heart of the White Mountains.** — *King. Illustrated Books.* See Page 87.

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S 11. **Around the Hub.**—*S. A. Drake.* See page 110.

S 12. **The Bodleys on Wheels and the Bodleys on Foot.** See page 111.
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S 12. **Catskill Fairies.**—*Jonson.* See page 104.

S 13. **Prince Dusty.**—*Kirk Munroe.* See page 96.
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14. **Poems of the Middle States.** *Poems of Places.* p. 110.

15. **Broadway.**—*Richard Harding Davis,* in *Streets of the World.* See page 110.

16. **New York and White Mountains.** *Taintor's Guide Book.* See page 86.

17. **The Hudson River.** *Illustrated Books.* See p. 86.

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19. **New York.** *Illustrated Books.* See page 87.

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S 21. **Jack Hazard.**—*Trowbridge.* See page 107.

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S 11. CITY OF WASHINGTON. St. Nicholas, June, 1893.

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28. **Poems of the Southern States.** *Poems of Places.* See page 110.

S 29. **Zigzag Journeys in the Sunny South.** See page 111.

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S 4. **Zigzag Journeys in the White City.** See p. 111.

S 5. CHICAGO. St. Nicholas. July, 1893.

6. **Chicago.** *Illustrated Books.* See page 85.

S 7. **Century World's Fair Book.** See page 88.

S 8. **Zigzag Journeys to the Northwest.** See p. 111.

S 9. **Zigzag Journeys to the Mississippi.** See p. 111.

10. **Minneapolis Illustrated.** *Minneapolis Journal,* 1891.

11. **Annual Report of Minneapolis Chamber of Commerce for 1890.**

12. **Down the Great River.**—*W. Glazier.*
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